

# **Student Charter**

## **Master of Science Architecture, Urbanism & Building Sciences**

**Academic Year 2024 – 2025**



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## Introduction

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This is the 2024-2025 academic year Individual degree programme section of the Student Charter, for the Delft University of Technology Student Charter Master of Science Architecture, Urbanism and Building Sciences. The Student Charter describes the rights and obligations of students. Article 7.59 of the Higher Education and Research Act states that the Student Charter must contain an individual degree programme section and a university-wide section, and that the Teaching and Examination Regulations should be included in the individual degree programme section. The Student Charter applies to every student who is enrolled in the academic year in question; transitional arrangements regarding previous regulations have been drawn up wherever applicable.

### University-wide section

The university-wide section of the Student Charter applies to students of every degree programme. This section includes descriptions of the rights and obligations of students and an overview of the regulations which are designed to protect students. Access to the university-wide section can be gained via the [TU Delft Student portal](#).

### Education regulations documentation

This document contains all relevant documentation on the education regulations for the Master of Science Architecture, Urbanism and Building Sciences, excluding the university-wide section of the Student Charter:

- the Teaching and Examination Regulations
- the Rules and Guidelines of the Board of Examiners.

### Rules and Guidelines of the Board of Examiners

In addition, the Board of Examiners of the Faculty of Architecture and the Built Environment has laid down the Rules and Guidelines of the Board of Examiners pursuant to Articles 7.10, 7.11 and 7.12 of the Higher Education and Research Act, for each of the above-mentioned programmes. They include provisions on pass/fail regulations, order during examinations, measures to be taken in cases of fraud, etc.

### Scope of the regulations

In principle, the provisions of the Teaching and Examination Regulations and the Rules and Guidelines of the Board of Examiners apply to all students enrolled in the programme. Should the application of previous regulations still be relevant, this is covered, as much as possible, by transitional arrangements which form a part of these documents. In cases where these are not sufficient, or where their application would lead to inequitable situations, an appeal may be made to the Board of Examiners. The law has laid down rules governing the matters that have to be dealt with in the various regulations. As a result, certain subjects are mentioned several times in the different documents.

### Evaluating and setting down the Student Charter

Every year, the Education and Student Affairs department updates the Student Charter and all relevant documents and makes improvements or additions to them if necessary.

The starting point for the Faculty Teaching and Examination Regulations (TER) is the model drawn up by Legal Services of TU Delft, discussed and approved by the Student Council (SR) and finally adopted by the Executive Board.

The Programme-specific part of the Student Charter, including the Teaching and Examination Regulations included therein, requires the approval of the Faculty Student Council only on those points that are specific to the programme and therefore have not yet been submitted to the SR.

The entire Student Charter is submitted to the Faculty Student Council, in a version stating per article whether the [FSC](#) or Board of Studies ([BoS](#)) have the right of approval or the right to advise.

The Student Charter as a whole is put before the [FSC](#) after recommendations have been obtained from the Board of Studies of the Faculty of Architecture and the Built Environment and, informally, from other bodies and individuals who are considered to have a good insight into the programme and the situation of the students. Experiences relating to the application of the current Student Charter are a major feature of the recommendations. Before the start of every academic year, the prevailing version is made available on the Student portal of the Faculty Architecture and the Built Environment.

## Committees

Within the faculty the committees mentioned below are involved in the education.

### [Board of Studies Architecture, Urbanism and Building Sciences \(BoS\)](#)

In Dutch: Opleidingscommissie Bouwkunde (OC)

The Board of Studies is set up in accordance with Article 9.18 of the Higher Education and Research Act. The committee consists of members of the teaching staff and students, with an Academic Counsellor listening in on the proceedings. The Board of Studies advises on educational matters, in particular the Teaching and Examination Regulations, and it evaluates their implementation. The Board of Studies also advises on the quality of teaching.

### [Faculty Student Council \(FSC\)](#)

In Dutch: Facultaire Studenten Raad (FSR)

The FSC is set up in accordance with Article 9.30 subsection 3 of the Higher Education and Research Act. It is the elected consultative body for students in the Faculty of Architecture and the Built Environment. The FSC has the right of approval for the Faculty Regulations and parts of the Teaching and Examination Regulations. In addition, the FSC can also make recommendations about the remaining parts of the Teaching and Examination Regulations (especially the curriculum), facilities for students, the budget and in case there are plans for collaboration with other faculties or institutions.

### [Board of Examiners](#) of the Faculty of Architecture and the Built Environment

In Dutch: Examencommissie

The Board of Examiners is set up in accordance with Article 7.12 of the Higher Education and Research Act. It consists of members of the academic staff nominated by the Dean. The Board of Examiners has final responsibility for ensuring order during examinations in the Faculty of Architecture and the Built Environment and that they are conducted in the proper fashion: to that end, it sets out certain measures (Rules and Guidelines of the Board of Examiners). It also grants exemptions, issues 'certificate of incorporation' declarations, approves optional minor programmes, graduation applications, etc.

### [Admissions Advisory Board](#)

In Dutch: Inschalingscommissie

The Admissions Advisory Board is set up by the Dean and has the mandate to determine the individual programme for students with a different prior education. For this future Master student, the Admissions Advisory Board checks to what extent they meet the admission requirements and gives advice on the study programmes and / or exemptions applicable to them.

### Honours Committee

The Honours Committee consists of the chair, various teachers from the faculty, an Honours student and is supported by the Honours Programme coordinator from Education and Student affairs. The committee is established by the Director of Education.

# Part I

## Teaching and Examination Regulations

Academic Year 2024 – 2025



## Paragraph 1.0 General

### Article 1.1 Applicability of the regulations (Conform TU model, article 1)

1. These regulations apply to the teaching and the examinations of the Master's programme Architecture, Urbanism and Building Sciences, hereafter to be referred to as the "programme".
2. The programme is provided under the responsibility of the Faculty of Architecture and the Built Environment at Delft University of Technology, hereafter to be referred to as the faculty.

### Article 1.2 Definitions of terms used (Conform TU model, article 2 and faculty specific)

1. The terms are to be defined as follows:

Act	The Higher Education and Research Act (in Dutch, the WHW), in the Dutch Bulletin of Acts, Orders and Decrees, number 593, and as amended since.
<a href="#">BIS</a>	The education enrolment programme of the Faculty of Architecture and the Built Environment.
<a href="#">Bridging programme</a>	A deficiency programme aimed at unconditional admission to a Master's degree programme, while enrolled in a Bachelor's degree programme, but without obtaining a Bachelor's degree. As stipulated in Article 7.30e or Article 7.57i of the Act.
Credit	A European Credit (EC) in accordance with the European Credit Transfer System (ECTS). One credit equals a study load of approximately 28 hours.
Course / subject	A unit of study within the programme, as stipulated in Article 7.3, Sections 2 and 3 of the Act with which an examination is associated.
Degree audit	An assessment by the Board of Examiners whereby is determined, in accordance with Article 7.10 of the Act, whether all examinations in the subjects of the degree programme have been successfully completed.
Examination	Investigation of students' knowledge, insight and skills with regard to a subject, along with the assessment of that investigation. An examination can also consist of partial examinations.
Examiner	Lecturer appointed by the Board of Examiners who is responsible for preparing the examinations and determining the result. In the Study Guide, the designated examiner is recorded in the field "responsible for assignments".
Educational Learning Environment	The electronic system used for the exchange of teaching information ( <a href="#">Brightspace</a> ).
<a href="#">Graduation Manual</a>	Manual with a description of all the rules that apply to the graduation.
<a href="#">Osiris</a>	The education administration system at TU Delft.
Practical exercise	Subject or component of a subject aimed at the acquisition of particular skills. The following can be understood as practical exercises: <ul style="list-style-type: none"> <li>- writing a thesis</li> <li>- conducting a project or experimental design</li> <li>- carrying out a project or a design/research assignment</li> <li>- presenting the results of a project or a design/research assignment</li> <li>- completing an internship (as part of graduation research)</li> <li>- participating in field work or an excursion</li> <li>- conducting tests and experiments</li> <li>- participating in other educational activities that are considered essential and that are aimed at acquiring particular skills.</li> </ul>



Programme	The Master's degree programme, as stipulated in Article 7.3a, Section 1 in the Act.
SharePoint	The electronic system used for the administration of the graduation progress.
Student	A person enrolled at Delft University of Technology in order to receive education and take examinations and the degree audit in the degree programme.
Study Guide	The <a href="#">digital study guide</a> for the degree programme containing specific information pertaining to the various courses included in the degree programme.
Track	Major, as stipulated in Article 7.13, Section 2, Subsection b of the Act.
Working day	Monday through Friday, with the exception of recognized national public holidays and the collective closure days.

2. The other terms in these regulations are used in the sense in which they appear in the Act.
3. In these regulations, the term 'examination' also refers to 'partial examination', with the exception of Article 1.27, section 2 and [Article 1.30](#), Section 1.
4. A written or oral examination may also be taken digitally and/or online. In these regulations the term examination is also taken to mean a digital and/or online examination, unless stated otherwise in these regulations.

### Paragraph 1.1 Admission and prior education

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#### Article 1.3 Admission to the programme (Conform TU model, article 3)

Individuals holding one of the following degrees have access to the education of the Master's degree programme in (name) on the condition that all stated requirements have been met.

##### Specific degrees from Dutch higher education institutions

1. All students possessing a certificate proving that they have successfully completed their Bachelor of Science studies in Architecture, Urbanism and Building Sciences at TU Delft or TU Eindhoven will be admitted to the programme.
2. Students holding a Bachelor's degree in Architecture, Urbanism or Landscape Architecture from a Dutch HBO institution in combination with the completed 'HBO Schakelprogramma - Bridging programme' offered by the Faculty will be admitted to the programme.
3. Students who do not possess the degree mentioned in subsection 1 and 3 are required to obtain proof of admission to the programme from the Dean, who will seek the advice of the Admissions Advisory Board on this matter.
4. Students who have not been enrolled at Delft University of Technology before, can only start the Master's programme in September. Students who have been registered as a student at the Delft University of Technology before the start of the Master's programme and students with a completed Bachelor Architecture, Urbanism and Building Sciences from TU Eindhoven can start the Master's programme in September or February.

##### Degrees from foreign higher education institutions

1. Individuals holding a foreign Bachelor's degree will be assessed on an individual basis by the Admission Committee. The following requirements must be met:
  - Bachelor's degree in Architecture or Architecture related field, and
  - a minimum bachelor's Cumulative Grade Point Average (CGPA), specific requirements are defined per country. If the country is not listed in the overview, the required minimum CGPA is 75%, and
  - scores for key subjects must be good, and
  - portfolio complies with evaluation criteria, see [website](#), and
  - English language proficiency based on one of the following certificates:
    - a. A TOEFL iBT (Test of English as a Foreign Language internet-Based Test) with an overall band score of at least 100 and a minimum score of 22 for each section. TU

- Delft does not accept TOEFL My Best scores; the required scores should be obtained in one single test.
- b. An IELTS (academic version) with an overall Band score of at least 7.0 and a minimum of 6.5 for each section.
  - c. A Cambridge Assessment English. Only the following certificates are accepted:
    - C1 Advanced (Certificate of Advanced English) with an overall score of 185
    - C2 Proficiency (Certificate of Proficiency in English) with an overall score of 185
    - Exemptions  
National citizens from the U.S.A, United Kingdom, Ireland, Australia, New Zealand, and Canada are exempt from the English language proficiency requirement. Applicants who obtained a Bachelor's degree in one of the aforementioned countries are also exempt from the English language proficiency requirement. Please note that applicants who obtained a Bachelor's degree at an overseas branch of an university from one of the aforementioned countries are not exempted from the English language proficiency requirement.
2. EU/EFTA nationals: A rolling admission policy applies, application deadline is April 1. Enrolment is possible per 1 September only.
  3. Non-EU/EFTA nationals: The application deadline is 15 January, selective admission takes place on the basis of a portfolio. The Master Architecture, Urbanism and the Built Environment strives for a diverse and balanced student population, this will be taken into account in the admission procedure. Enrolment is possible per 1 September only.

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## Paragraph 1.2 Content and composition of the program

### Article 1.4 Goal of the programme (Conform TU model, article 5)

The programme is intended to educate students to earn a Master of Science degree in Architecture, Urbanism and Building Sciences, whereby the final attainment levels described in [Article 1.5](#) must be met, so that graduates can fulfil Master's level positions on the labour market.

### Article 1.5 Generic and specific final attainment levels (Conform TU model, article 5)

The generic final attainment levels for the Master's programme in Architecture, Urbanism and Building Sciences are as follows (G1 to G7). A student graduating with a Master's in Architecture, Urbanism and Building Sciences:

- G1 Is competent in one or more scientific disciplines  
A university graduate is familiar with existing scientific knowledge and has the competence to increase and develop this through study.
- G2 Is competent in conducting research  
A university graduate has the competence to acquire new scientific knowledge through research. For this purpose, research means: the development of new knowledge and new insights in a purposeful and methodical way.
- G3 Is competent in designing  
As well as carrying out research, many university graduates will also design. Designing is a synthetic activity aimed at the realisation of new or modified artefacts or systems with the intention of creating value in accordance with predefined requirements and desires (e.g. mobility, health).
- G4 Has a scientific approach  
A university graduate has a systematic approach characterised by the development and use of theories, models and coherent interpretations, has a critical attitude, and has insight into the nature of science and technology.
- G5 Possesses basic intellectual skills  
A university graduate is competent in reasoning, reflecting, and forming a judgment. These are skills which are learned or sharpened in the context of a discipline, and which are generically applicable from then on.
- G6 Is competent in co-operating and communicating  
A university graduate has the competence of being able to work with and for others. This requires not only adequate interaction, a sense of responsibility, and leadership, but also good communication with colleagues and non-colleagues. He or she is also able to participate in a scientific or public debate.

- G7 Takes account of the temporal and the social context  
Science and technology are not isolated, and always have a temporal and social context. Beliefs and methods have their origins; decisions have social consequences in time. A university graduate is aware of this, and has the competence to integrate these insights into his or her scientific work.

### **Specific final attainment levels for the track Architecture**

The domain-specific final attainment levels for the Master's tracks are as follows (A1 to A7). A student graduating with a Master's in Architecture, Urbanism and Building Sciences, Architecture track:

- A1 Is competent in the discipline of architecture  
An architecture graduate has a thorough knowledge of architecture -its theories, methods, techniques as well as its history- and its relations to technical, urban, societal, cultural, art-historical, political and other relevant disciplines; as well as their position within the architectural discipline and its development.
- A2 Is competent in conducting design research and research-by-design  
An architecture graduate can systematically employ design research (plan analysis, comparative analysis) and research-by-design (experimental design study, design study) as means for knowledge-based architectural design. The graduate is proficient in using analogue and digital tools for drawing, mapping and model-making for research and design.
- A3 Is competent in architectural design  
An architecture graduate demonstrates the capacity to develop an innovative, complex, problem-based, high-quality, sustainable architectural design. The graduate knows how to choose and use appropriate analysis and design methods and techniques; involves contextual, situational, functional, spatial, constructive, structural and aesthetic aspects to build up an integrated architectural design; is able to work at different levels of abstraction (related to different stages of design) and to interconnect different scale levels; and draws upon other disciplines where necessary. The graduate has the skill to make design decisions and to justify and evaluate these in a systematic and well-reasoned manner; and has the capacity to position his or her design within a given discourse.
- A4 Has a scientific approach  
An architecture graduate has a systematic approach to research and design, recognizes the value of academic research, and links science with building practice, using appropriate theories, methods and (modelling) techniques to critically investigate and analyse existing, newly proposed and self-formulated architectural projects. The graduate is able to critically examine existing theories, models or interpretations in the area of his or her graduation project. The graduate is prepared to be a 'life-long learner' in order to continue to acquire, interpret, reflect upon, and employ new knowledge and skills independently. The graduate is able to document adequately and critically reflect upon the results of research and design, hereby contributing to the development of knowledge in the field of architecture and the built environment.
- A5 Possesses intellectual and inquisitive skills  
An architecture graduate has a critical and academic attitude towards the analysis, setting and solutions of complex problems. The graduate is able to ask adequate questions, to evaluate the validity of knowledge claims, to form a well-reasoned opinion, and to reflect on a design process. The graduate contributes to discussions concerning complex matters related to the built environment.
- A6 Is competent in collaborating and communicating  
An architecture graduate is prepared to be a collaborative professional who works with relevant agents in the built environment. This includes skills such as commitment, accuracy, perseverance, a sense of responsibility and leadership. The graduate is competent in translating data into information and in visualizing results, is able to explain complex ideas and can effectively communicate design proposals to a range of different professional and public audiences by combining oral, written and graphic media (e.g., drawings, models).
- A7 Takes account of the temporal and the societal context  
An architecture graduate is prepared to be a reflective professional who is aware of the rootedness of ideas, designs and plans in a particular temporal, cultural, environmental and international socio-economic context. The graduate takes position in debates on societal and environmental challenges from the perspective of architecture and is aware of the di-

lemmas facing professionals in practice. The graduate adopts the highest professional ethical standards in which personal reflection on value positions and ethical practice takes place, and strives for a sustainable and fair future by producing designs that are valuable and responsive to the needs of society.

### **Specific final attainment levels for the track Urbanism (U1 to U7)**

A student graduating with a Master's in Architecture, Urbanism and Building Sciences, Urbanism track, is able to produce, on various scales, spatial and urban designs which satisfy aesthetic, technical and functional requirements, and can effectively utilise the knowledge, learning and skills referred to below for urban design purposes:

- U1 Is competent in the discipline of urbanism  
An urbanism graduate is educated in the integrated approach of urbanism, which is characterised by the combination of knowledge and skills in urban design, spatial planning and engineering. The graduate is able to work within a complex creative process and to propose solutions that address critical challenges.
- U2 Is competent in conducting design and planning research  
An urbanism graduate can systematically employ design and planning research (plan analysis, comparative analysis) and exploration by design (experimental design study, design study) to develop new knowledge and insights in spatial planning and urban design which are strongly related to the complementary disciplines of landscape architecture, architecture and civil engineering. The graduate is proficient in using analogue and digital tools for drawing, mapping and model-making for research and design.
- U3 Is competent in urban design and urban planning  
An urbanism graduate is competent in urban design and the integration of socio-economic objectives, technical and natural conditions, cultural and ethical dimensions into plans at regional to neighbourhood scale. In order to shape urban development, the graduate masters well-established design principles and is able to experiment with and formulate new design principles using historical precedents, land use principles, and financial and legal properties. The graduate is competent in spatial planning, understands the contribution of urbanism to critical challenges in society and is able to manage uncertainty. The graduate is competent in participating in the planning process and the use of a variety of tools from metropolitan to local scales and through different levels of public, private and civil society. The graduate understands the processes of creating plans and the role of urbanists in citizen engagement, facilitating dialogue and steering urban development. The graduate can reflect on the values underlying plans and the distributional consequences of planning policies. The graduate has the skill to make design and planning decisions and to justify and evaluate these in a systematic and well-reasoned manner.
- U4 Has a scientific approach  
An urbanism graduate has a systematic approach to planning and design, recognizes the value of academic research and uses appropriate theories, methods and techniques to critically investigate and analyse existing, newly proposed and self-formulated urban projects and theories. The graduate is prepared to be a 'life-long learner' in order to continue to acquire, interpret and reflect upon, and employ new knowledge and skills independently. The graduate is able to document adequately the results of research and design, hereby contributing to the development of knowledge in the field of urbanism.
- U5 Possesses intellectual and inquisitive skills  
An urbanism graduate has a critical and academic attitude towards the analysis, setting and solutions of complex problems. The graduate is able to ask adequate questions, to evaluate the validity of knowledge claims and to form a well-reasoned opinion. The graduate contributes to discussions concerning complex matters related to the built environment.
- U6 Is competent in collaborating and communicating  
An urbanism graduate is prepared to be a collaborative professional who works with relevant agents in the field of urbanism and assumes the role of boundary spanner. This includes skills such as commitment, accuracy, perseverance, a sense of responsibility and leadership, negotiation techniques and advocacy skills. The graduate is competent in translating data into information and visualizing results, is able to explain complex ideas and can effectively communicate research, planning and design products to a range of different professional and public audiences by combining oral, written and graphic media (e.g., drawings, models).

- U7 Takes account of the temporal and the societal context  
 An urbanism graduate is prepared to be a reflective professional who is aware of the rootedness of ideas, designs and plans in a particular temporal, cultural, environmental and international socio-economic context. The graduate takes position in debates on societal and environmental challenges from the perspective of urbanism and is familiar with the operation of power in society and the dilemmas facing professionals in practice. The graduate adopts the highest professional ethical standards in which personal reflection on value positions and ethical practice takes place, and strives for a sustainable and fair future by producing plans and designs that are valuable and responsive to the needs of society.

### **Specific final attainment levels for the track Building Technology (BT1 to BT7)**

A student graduating with a Master's in Architecture, Urbanism and Building Sciences, Building Technology track:

- BT1 Is competent in the discipline of building technology  
 A building technology graduate Masters technical building design, positioned midway between the architect and building engineer, and has the capability to bridge the disciplines of architecture and building engineering. The graduate has the skills and capacity to analyse, evaluate and create -from an academic viewpoint- different concepts, designs and details in structural design, façade design and climate design in terms of structural mechanics, physical and physiological mechanisms, material behaviour, construction methods, manufacturing techniques and processes, climate control, and energy systems. The graduate is an expert in innovation and sustainability for the built environment and is able to translate concepts of circularity, carbon neutrality and adaptability to novel technical solutions. The graduate is capable of delivering valuable contributions, as a generalist or specialist, to the scientific and technical areas of structural design and/or façade design and/or climate design.
- BT2 Is competent in conducting research  
 A building technology graduate can systematically employ experimental and methodological research in the academic area of structural design, façade design and climate design, and is able to translate research results into integrated, innovative and sustainable designs. The graduate is proficient in using analogue and digital tools for drawing, mapping and model-making for research and design.
- BT3 Is competent in designing  
 A building technology graduate masters the integrated design, technical elaboration and (possible) realisation of innovative and sustainable solutions for the built environment, which satisfy the needs of users, comply with technical, functional and aesthetical requirements, respect prevailing regulations and norms and achieve high technical performances. The graduate has expert skills in design informatics and is able to apply these in structural design, façade design and climate design, for instance by means of parametric design. The graduate is capable of bringing the conception of ideas to manually and/or computer-generated designs, and to constructed models, mock-ups, prototypes or real products. The graduate has the skill to make design decisions and to justify and evaluate these in a systematic and well-reasoned manner.
- BT4 Has a scientific approach  
 A building technology graduate has a systematic approach to research and design, recognizes the value of academic research and masters to link science to building practice (new built as well as transformations). The graduate uses appropriate theories, methods and (modelling) techniques to critically investigate and analyse existing, newly proposed and self-formulated projects. The graduate is prepared to be a 'life-long learner' in order to continue to acquire, interpret and reflect upon, and employ new knowledge and skills independently. The graduate is able to document adequately the results of research and design, hereby contributing to the development of knowledge in the field of building technology.
- BT5 Possesses intellectual and inquisitive skills  
 A building technology graduate has a critical and academic attitude towards the analysis, setting and solutions of complex problems. The graduate is able to ask adequate questions, to evaluate the validity of knowledge claims and to form a well-reasoned opinion. The graduate contributes to discussions concerning complex matters related to the built environment.
- BT6 Is competent in collaborating and communicating  
 A building Technology graduate is prepared to be a collaborative professional who works



with relevant agents in the built environment and is able to play a leading role in a multidisciplinary environment. This includes skills such as commitment, accuracy, perseverance, a sense of responsibility and leadership, negotiation techniques and advocacy skills). The graduate is competent in translating data into information and in visualizing results, is able to explain complex ideas and can effectively communicate design proposals and technical solutions to a range of different professional and public audiences by combining oral, written and graphic media (e.g., drawings, models).

BT7 Takes account of the temporal and the societal context

A building technology graduate is prepared to be a reflective professional who is aware of the rootedness of ideas, designs and plans in a particular temporal, cultural, environmental and international socio-economic context, between strict technical boundary conditions, under various circumstances (e.g. climatic), aiming at high performance targets. The graduate takes position in debates on societal and environmental challenges from the perspective of building technology and is aware of the dilemmas facing professionals in practice. The graduate adopts the highest professional ethical standards in which personal reflection on value positions and ethical practice takes place, and strives for a sustainable and fair future by producing designs that are valuable and responsive to the needs of society.

### **Specific final attainment levels for the track Management in the Built Environment (M1 to M7)**

A student graduating with a Master's in Architecture, Urbanism and Building Sciences, Management in the Built Environment track:

M1 Is competent in the discipline of management in the built environment

A management in the built environment graduate has thorough knowledge of design and construction management, real estate management, housing management and urban development management. The graduate is able to critically select appropriate managerial approaches, methods, techniques and instruments, aiming to add value in its broadest sense to projects in the built environment. The graduate demonstrates an advanced level of understanding of the design, realisation, use and re-use of all scales of the built environment in their own work and processes, and has advanced knowledge and understanding of societal, legal, financial, economic, commercial, entrepreneurial, policy and informational processes and procedures, so that these can be used, separately and together, for management in the built environment.

M2 Is competent in conducting research

A management in the built environment graduate can systematically employ quantitative, qualitative and engineering research methods, techniques and tools to design, conduct and evaluate research for complex issues in the field of management in the built environment and is able to translate research results into integrated and innovative management processes, business models and governance strategies.

M3 Is competent in designing

Based on his or her design skills, a management in the built environment graduate has the ability to analyse projects and organisations and to design and plan appropriate context-sensitive management processes, business models and governance strategies. The graduate integrates all forms of built environment design within complex projects, while interacting with designers and understanding the intrinsic and extrinsic values connected. The graduate has the skill to make design and planning decisions and to justify and evaluate these in a systematic and well-reasoned manner.

M4 Has a scientific approach

A management in the built environment graduate has a systematic approach, recognizes the value of academic research, and uses his/her analytical skills to perform evaluations and to define knowledge gaps. The graduate is prepared to be a 'life-long learner' in order to continue to acquire, interpret and reflect upon, and employ new knowledge and skills independently. The graduate is able to document adequately the results of research and design hereby contributing to the development of knowledge in the field of management in the built environment.

M5 Possesses intellectual and inquisitive skills

A management in the built environment graduate has a critical and academic attitude towards the analysis, setting and solutions of complex problems. The graduate is able to ask adequate questions, to evaluate the validity of knowledge claims and to form a well-reasoned opinion. The graduate contributes to discussions concerning complex matters related to the built environment.

- M6 Is competent in collaborating and communicating  
A management in the built environment graduate is prepared to be a collaborative professional who works with relevant agents in the built environment. The graduate operates as a key agent in a multidisciplinary environment and is able to assume different roles within complex assignments. This includes skills such as goal setting, managing uncertainties, problem solving, commitment, accuracy, perseverance, a sense of responsibility and leadership, team building, negotiation techniques and advocacy skills). The graduate is competent in translating data into information and in visualizing results, is able to explain complex ideas and can effectively communicate plans and strategies to a range of different professional and public audiences by combining oral, written and graphic media (e.g., drawings, models).
- M7 Takes account of the temporal and the societal context  
A management in the built environment graduate is prepared to be a reflective professional who is aware of the rootedness of ideas, designs and plans in a particular temporal, cultural, environmental and international socio-economic context. The graduate takes position in debates on societal and environmental challenges from the perspective of management in the built environment and is familiar with the operation of power in society and the dilemmas facing professionals in practice. The graduate adopts the highest professional ethical standards in which personal reflection on value positions and ethical practice takes place, ultimately striving for a sustainable and fair future.

**Specific final attainment levels for the track Landscape Architecture (LA1 to LA7)**

A student graduating with a Master's in Architecture, Urbanism and Building Sciences, Landscape Architecture track:

- LA1 Is competent in the discipline of landscape architecture (LA1)  
A landscape architecture graduate is able to synthesize the particularities of landscape: its spatiality, temporality and materiality including technical, ecological and social aspects (e.g., geophysics, land reclamation and landscape development, settlement forms, urbanisation and the architectonic landscape). The graduate Masters and integrates the most relevant perspectives on landscape architecture: landscape as history (palimpsest), landscape as spatial-visual structure, landscape as scale-continuum, landscape as process.
- LA2 Is competent in conducting design research and research-by-design  
A landscape architecture graduate can systematically employ design research (plan analysis, comparative analysis) and research-by-design (experimental design study, design study) as means for knowledge-based and spatial design. The graduate is able to translate research results into integrated, innovative and sustainable designs. The graduate is proficient in using analogue and digital tools for drawing, mapping and model-making for research and design.
- LA3 Is competent in landscape design  
A landscape architecture graduate is in the first place a designer positioned within the field of the built environment, strongly interrelating the disciplines of architecture and urbanism. The graduate integrates the most relevant perspectives on landscape architecture (see LA1) and technology and science in design. The graduate is acquainted with the role of landscape design as a synthesizing activity that explores the dynamic between structure and process in natural, cultural and urban landscapes. The graduate starts the design from the specifics of the place (genius loci) and employs design principles by using landforms, vegetation, water, routes and built constructions as part of ecological and social processes. The graduate has the skill to make design decisions and to justify and evaluate these in a systematic and well-reasoned manner.
- LA4 Has a scientific approach  
A landscape architecture graduate has a systematic approach to research and design, recognizes the value of academic research and uses appropriate theories, methods and techniques to critically investigate and analyse existing, newly proposed and self-formulated landscape architectonic projects and theories. The graduate is prepared to be a 'life-long learner' in order to continue to acquire, interpret and reflect upon, and employ new knowledge and skills independently. The graduate is able to document adequately the results of research and design, hereby contributing to the development of knowledge in the field of spatial design.

- LA5 Possesses intellectual and inquisitive skills  
A landscape architecture graduate has a critical and academic attitude towards the analysis, setting and solutions of complex problems. The graduate is able to ask adequate questions, to evaluate the validity of knowledge claims and to form a well-reasoned opinion. The graduate contributes to discussions concerning complex matters related to the built environment.
- LA6 Is competent in collaborating and communicating  
A landscape architecture graduate is prepared to be a collaborative professional who works with relevant agents in the built environment. This includes skills such as commitment, accuracy, perseverance, a sense of responsibility and leadership, negotiation techniques and advocacy skills. The graduate is competent in translating data into information and visualizing results, is able to explain complex ideas and can effectively communicate spatial visions to a range of different professional and public audiences by combining oral, written and graphic media (e.g., drawings, models).
- LA7 Takes account of the temporal and the societal context  
A landscape architecture graduate is prepared to be a reflective professional who is aware of the rootedness of ideas, designs and plans in a particular temporal, cultural, environmental and international socio-economic context. The graduate takes position in debates on societal and environmental challenges from the perspective of landscape architecture and is aware of the dilemmas facing professionals in practice. The graduate adopts the highest professional ethical standards in which personal reflection on value positions and ethical practice takes place, and strives for a sustainable and fair future of territories and sites worldwide by producing designs that are valuable and responsive to the needs of society.

#### Article 1.6 Track (Conform TU model, article 6)

The programme is divided in five specialisations, called tracks:

- Architecture
- Landscape Architecture
- Urbanism
- Building Technology
- Management in the Built Environment.

Students enrolled in the programme can only take one track at a time.

With a diploma of Architecture, Landscape Architecture or Urbanism track you can -after completion of a professional traineeship (*beroepservaringsperiode* in Dutch)- apply for registration in the Dutch Register of Architects, which allows you to use the protected title of Architect, Landscape Architect or Urban Designer in the Netherlands. The Building Technology and Management in the Built Environment tracks, do not allow you to register in the Dutch Register of Architects.

#### Article 1.7 Composition of the study programme and the degree audit (Conform TU model, article 7, paragraph 1 and 6 are faculty specific)

1. The Didactic concept of the Master AUBS is added as [Appendix III](#). The composition of the study programme and the relevant transitional regulations are laid down in [Appendix VIII](#).
2. The composition of the study programme is described in the [Study Guide](#). Subsection e and x.
3. The Master's degree audit forms part of the programme. The programme has a total study load of 120 credits. Subsection e and g.
4. Following approval from the two Boards of Examiners concerned, a student may take an individual double degree programme in which two Master's programmes are combined simultaneously to create a programme of at least 180 credits. The student must earn at least 60 unique credits for each Master's degree programme. Upon completion the student is awarded two Master's diplomas.
5. It is not permitted for any course in the study programme to have been part of the Bachelor's degree programme on the basis of which the student was admitted to the programme. If a compulsory course in the study programme was already completed in the aforementioned Bachelor's degree programme, the Board of Examiners will designate an alternative course in its place. If an elective in the study programme was already completed in the aforementioned Bachelor's degree programme the student will choose an alternative elective. Subsection a.



6. The Master's degree audit is concluded with a final test or assignment. This test or assignment demonstrates that the student possesses and is able to apply the knowledge, insight and skills acquired in the degree programme.
7. Participation in graduation phase  
Students in the programme will only be admitted to the P2 (evaluation 2) of the graduation phase if they meet the admission requirements for their track. These requirements must be met before the final P2 registration date according to the graduation calendar ([Appendix II](#)).
  - a. Architecture, Urbanism and Landscape Architecture: Students must have obtained all credits from Master 1 and 2, with a maximum of 5 credits unfinished. For the Architecture track the Master 2 course AR2A011 or AR2AT031 must be completed.
  - b. Management in the Built Environment: Students will only be admitted to P2 if they have obtained at least 55 credits from Master 1, 2 and 3.
  - c. Building Technology: Students will only be admitted to P2 if they have obtained at least 55 credits from master 1, 2 and 3, including AR1B011, a completed Master 2 design project, and a completed Master 3 design studio.Students will only be admitted to P4 if, at the final application date according to the graduation calendar ([Appendix II](#)), they have fulfilled all the preconditions for obtaining the Master's degree audit, with the exception of the fourth evaluation and the final presentation. This applies to all Master's tracks. All rules that apply to the graduation are gathered in the [Graduation Manual](#).

#### **Article 1.8 Form of the programme (Conform TU model, article 8)**

The programme is offered exclusively on a full-time basis.

#### **Article 1.9 Language (Conform TU model, article 9)**

1. The education is in English and examinations are administered in English.
2. When a student would like to complete one or more parts of the examination in Dutch, they should submit a request to the Board of Examiners.

#### **Article 1.10 Provision of information on courses (faculty specific)**

1. General information about how teaching is structured and organised is published every year in the Teaching and Examination Regulations. The details per course are available in the Study Guide. Any interim changes to the courses on offer are published via announcements on Brightspace. Changes to courses that take effect during the academic year will not be to the detriment of students. It should be pointed out that such changes are always first put to the relevant Board of Studies and the Faculty Student Council ([FSC](#)) for their advice. Announcements of changes to courses are always made on the Brightspace page of the course involved, any far-reaching or urgent alterations are also sent to the Delft University of Technology email addresses of the students who are affected by such alterations. Students are deemed to know of any additional information when one of the following communication channels has been used:
  - email to the student's Delft University of Technology email address
  - announcement on Brightspace
  - a letter to the student's home or Postal address (according to Delft University of Technology records).
2. In addition to the range of elective courses organised by the faculty and announced in the Study Guide, staff and students may propose and organise their own one-off elective courses. This may also include special workshops for which credits can be awarded. The Programme Director can award one-off credits on behalf of the Dean, based on a proposal from the initiators. Criteria for approval by the Director of Education are the level of the content, the reasoning as to what the component adds to the regular programme, a careful evaluation of what the course achieves, and finally, the guarantee of financing, such as an agreement by the relevant departmental chair to cover the costs. For the proposed examination of the course the Board of Examiners is asked a binding advice.

#### **Article 1.11 Feasibility of the curriculum (faculty specific)**

1. Programmes are deemed to be 'feasible' if they fulfil the criteria below, which serve as guidelines for the division of contact time, self-study time and time spent on assessment over a particular period.

2. The maximum allowed student contact time in each semester is 33% of the total study load. Additionally, there is a maximum of 20 hours scheduled per study week and 8 hours per day. Student contact periods for compulsory examination components can be scheduled during the evening only one day a week in each semester.
3. Student contact time does not include any periods of scheduled, unsupervised self-study. At least 2 half-days (mornings or afternoons) every study week of 4 continuous hours are kept free from course activities for the purpose of self-study. Lectures of two lecture hours or more are always interrupted by a break of at least fifteen minutes.
4. The lunch break (12:30 to 13:45 hours) will not be used for regular education, such as compulsory and elective courses.
5. The deadline for handing in materials for a (partial) examination of a course may only be planned on a working day and not later than 17:30 hours (not later, nor on a weekend day or on a fixed collective holiday or day off).
6. Literature that is compulsory for examinations should be studied during the allocated study period, assuming an average rate of five pages an hour. Extra literature for the purpose of gaining more in-depth knowledge may be recommended but may not be considered as part of the material required for the examination. It is only by registering for an entire semester (or components thereof) that a student can be guaranteed a timetable that is feasible and 'study-able'.
7. A Master 2 design studio will be offered in the fall semester for students enrolled in the tracks Architecture and Landscape Architecture if:
  - they participated in a Master 2 design studio in the spring semester, did the exam but failed the course
  - they completed the Master 1 programme.In case of personal circumstances, a student may also be admitted to the fall semester Master 2 design studio based on the advice of an academic counsellor.

#### **Article 1.12 Replacement of teaching staff (faculty specific)**

In the event that a teacher is unable to teach for more than a week (for example due to illness or personal circumstances), it is the responsibility of the section leader of the teacher concerned to arrange a replacement. The section leader is responsible for replacing any member of the teaching staff who is absent within a week of receiving notification of the absence. This may result in alterations being made to the timetable of the group in question. Enrolled students for this course are informed by the responsible teacher on this change, according to the communication principles in [article 1.10](#).

#### **Article 1.13 Honours Programme Master (Conform TU model, article 10)**

1. It is possible for students to take an Honours Programme as an addition to the regular Master's degree programme. Students who have completed a Bachelor's degree programme with an average mark of 7.5 or higher (after allowances have been made for individual study loads) and all admitted international students may apply to the Master's Honours programmes.
2. The Honours Programme Master of the Faculty of Architecture and the Built Environment is a special, research-oriented programme, which goes even deeper than the regular programme, for example as preparation for a doctoral research project, or to provide students with a wider perspective.
3. The Director of Education is responsible for the departmental part of the Honours Programme. The selection for admittance to the honours programme is a responsibility of the Faculty's Master's Honours Committee.
4. The Honours Programme Master will comprise at least 20 credits and consists of the following parts:
  - a. at least 5 credits to be completed in the Delft University of Technology-wide component of Honours Programme Master and,
  - b. 15 credits to be completed in the faculty component of the Honours Programme Master (AR9027HPM).
5. All students selected for participation in the Honours Programme Master must submit their options to the Honours Committee for approval.
6. The Board of Examiners will be responsible for assessing whether all the requirements of the Honours Programme Master have been met.

7. Any student who has successfully completed the Honours Programme Master will be awarded a certificate signed by the Rector Magnificus and a member of the Board of Examiners.

#### **Article 1.14 Master's programme timetables (faculty specific)**

Timetables are available for teachers and students no later than one week before the start of each semester. They are published via [MyTimetable.tudelft.nl](https://mytimetable.tudelft.nl).

#### **Article 1.15 (Compulsory) participation in the programme (Conform TU model, article 11)**

1. All students are expected to participate actively in the programme and courses for which they are registered.
2. If necessary, there will be an obligation to participate in practical exercises, with a view to admission to the related examination. The Board of Examiners may grant an exemption from this obligation, with or without imposing a substitute requirement.
3. Any supplementary obligations are described by component in the course description in the [Study Guide](#).
4. The student is not entitled to education in a course, if the student is absent from the first meeting, if:
  - there is work in groups from the first meeting, or
  - students in the first meeting are divided into teacher groups.

#### **Article 1.16 Studying Abroad (faculty specifics)**

NUFFIC (the Netherlands Organization for International Cooperation in Higher Education) provides information about studying abroad and about preparing for a period of foreign study, such as admission and enrolment procedures, grants, how to approach your time away, study planning, learning about the foreign university. The International Office of the Faculty of Architecture and the Built Environment organises a Study Abroad Week every year early October to inform students about the procedures, programmes at the partner universities, etc.

#### **Conditions**

Students wishing to take part of their programme at a foreign university as part of an exchange scheme are subject to the same conditions that apply elsewhere with regard to taking examinations and the sequence in which they are to be taken. In principle, the entire elective part of the Master's degree programme can be taken abroad. As the level of education at foreign universities cannot always clearly be defined in terms of Bachelor's/Master's, and because our Master's students are sometimes only admitted to Bachelor's components at foreign universities, the Board of Examiners will decide, in the case of each individual university, whether Bachelor's credits obtained abroad can count as Master electives. As more and more universities comply with the Bologna Declaration, the frequency that this exception has been applied is decreasing.

#### **Applying**

To apply and be considered for selection for the exchange programme, students should follow the application instructions and deadlines as mentioned on the [website](#). Students must follow the requirements as mentioned on the website with regard to the study programme to be followed. Only in different or specific cases, such as for the Geomatics programme, students should make clear additional agreements with the Programme Director of this programme or the Board of Examiners with regard to the study programme to be followed. Upon return students should file a request at the Board of Examiners for recognition of the results obtained.

#### **Article 1.17 Programme evaluation (Conform TU model, article 12)**

1. The Director of Education is responsible for the evaluation of the education.
2. The faculty has a quality assurance system for their education. After every quarter, evaluations are carried out based on an annual planning to see if the teaching has complied with pre-set norms. How the courses were perceived by students and teaching staff will be assessed as well. The survey deals with aspects of substance, teaching formats and organisational issues in relation to the courses.
3. The Faculty Student Council ([FSC](#)) and the Boards of Studies of the Faculty of Architecture and the Built Environment are given the results of the survey, which are also published on the Educational Learning environment (Brightspace).

4. The faculty department Education and Student affairs shares the results of the evaluation with the Board of Studies, together with the proposed adjustments as a result and the effect of actual adjustments.

### Paragraph 1.3 Registering for and withdrawing from courses and examinations

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#### Article 1.18 Registering for courses (faculty specific)

1. A student must register every semester for the education of the next semester. This obligation does not apply to the semester immediately after the first enrolment as a student at TU Delft. Subscription always takes place in the semester immediately preceding the semester in which the education takes place and is only possible in the established registration periods. These registration periods are indicated in the annual Academic Calendar, which is published on the Student portal of the Faculty of Architecture and the Built Environment. The registration is also published by Education & Student Affairs as an announcement on the educational learning environment of the relevant study programme.
2. Registration takes place via the [BIS](#) registration programme. The student can enrol in education for a maximum of 40 credits per semester, which includes a maximum of one design studio.
3. A maximum number of participants may apply to design courses, electives and graduation studios. Students may be asked to provide multiple alternatives. If the maximum number of available places is exceeded during the (pre-)registration period, a draw can be applied. Students who have not been selected for their first choice will be placed in one of the alternatives or given the opportunity to register for a course/studio that still has capacity.
4. If the level of interest for an elective course is so low that it would be impractical or uneconomical to run it, the Director of Education may, no later than two weeks before it is due to begin, decide to remove it from the period in question. Students who had already shown interest in the cancelled course will, in principle, be given the possibility to participate in an alternative course.
5. There is a separate registration for courses for students participating in the HPM.
6. Registration for education of study programmes at other faculties takes place in the manner and at the time indicated by the relevant study programme.
7. No opportunity for post-enrolment is offered to students who fail to register in the specified period.
8. If, after signing up for education, a student decides not to attend the course, the student must withdraw as soon as possible for the education via the registration programme. This is possible until the first teaching day of the semester the course will start.
9. Students who have not registered for a course according to the prescribed procedure are excluded from participation in that course.
10. Registration for a course does not count as registration for an examination. Students must register for examinations separately in accordance with the relevant provisions.
11. If a student has taken a course (or part of a course) for which an assessment will be given, without having registered for this course correctly or on time, any given assessment is invalid. The student may submit a written request to the Board of Examiners asking for a valid assessment and explaining their reasons. The Board of Examiners will only honour such a request in the event of exceptional circumstances.

#### Article 1.19 Registering for written examinations (Conform TU model, article 10)

1. Registration to participate in a written examination, including a written examination that is taken online, remotely from the university, is compulsory and is done by entering the requested data into [Osiris](#) no later than 14 calendar days before the examination. Students receive examination tickets by email as confirmation of their registration. Contrary to this, a registration period of six calendar days applies to resits in the summer resit period. The student will receive an exam ticket by email as confirmation.
2. Students may submit a request to register for an examination after the deadline mentioned in subsection 1 has passed but no later than 6 calendar days before the examination in question, in Osiris by being placed on a waiting list. The request will be honoured providing that places are available in the room or rooms where the examination is scheduled to take place. The student will receive an exam ticket by email as confirmation.

3. In the event of circumstances beyond a student's control resulting in the student being unable to register for an examination, the Board of Examiners may nevertheless permit the student to participate in the examination.
4. Students who have not registered for the examination and are therefore not included on the list of examinees can report on the day of the examination to the invigilator beginning 15 minutes before the start of the examination until the actual start. They will be admitted to the examination room, in the order that they reported to the invigilator, 30 minutes after the start of the examination, if sufficient places are available. The loss of 30 minutes of examination time cannot be compensated. Students who have been granted late access to the examination will be added to the list of examinees. The student participates in the examination subject to the validation of entitlement to participate in the examination.
5. In the situation described in the previous section, if it is found that a student was not entitled to participate in the examination, the examination work will be deemed invalid, it will not be marked and it will not count towards a result. The student may subsequently submit an appeal to the Board of Examiners, accompanied by reasons, requesting that the examination work that has been deemed invalid be declared valid and to have it assessed. The Board of Examiners will approve the request only in case of extenuating circumstances.
6. Section 2 an 4 of this article do not apply to a written examination that is taken online, remotely from the university.
7. If unforeseen circumstances or measures make it necessary to change the form or manner of taking the examination, the Board of Examiners may determine a different registration period in favour of the student.

#### **Article 1.20 Registering for other examinations (Conform TU model, article 14)**

1. Registration for participation in an examination other than a written examination is compulsory and it is done in the manner and within the term that is stated in the [Study Guide](#) or on [Brightspace](#) of the relevant course. If unforeseen circumstances or measures make it necessary to change the form or manner of taking the examination, the provisions stated in the study guide apply in full unless the Dean decides to deviate from the manner or term of registration prescribed in the study guide.
2. In special cases the Board of Examiners may deviate from the period of registration referred to in subsection 1, however only in favour of the student.
3. Students who have not registered on time will not be allowed to participate in the examination. In exceptional circumstances the Board of Examiners may allow the student to participate in the examination.
4. In the event of unauthorised participation in an examination, the Board of Examiners may declare the result of the examination invalid.

#### **Article 1.21 Withdrawal from examinations (Conform TU model, article 15)**

1. Students can withdraw from a written examination via [Osiris](#) up to 3 calendar days before the examination.
2. Students can withdraw from other examinations in the manner as stated in the course description on Brightspace and in the [Study Guide](#) or [Graduation Manual](#).
3. Any student who has withdrawn from an examination has to re-register on a subsequent occasion, in accordance with the provisions of [Article 1.20](#) and [Article 1.21](#).

### **Paragraph 1.4 Examinations**

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#### **Article 1.22 Form of examinations and the manner of testing in general (Conform TU model, article 16)**

1. Examinations (written, oral or otherwise) are taken in the manner described in the [Study Guide](#) for the course. In the event of unforeseen circumstances or measures, the Board of Examiners may determine that the manner prescribed may be deviated from. If an examination is taken using online proctoring, this takes place in accordance with the [TU Delft Online Proctored Examination Regulation](#).
2. The Board of Examiners may deviate from the provisions of subsections 1, in favour of the student.



3. For each unit of study (as referred to in Article 7.3 of the WHW) an assessment plan is determined by the responsible teacher. An assessment plan contains a diagram showing the relationships between the learning objectives, the requirements (in terms of required products), the test form and the assessment criteria, in such a way that:
  - the student knows at the start of the education on which criteria he will be assessed
  - the student can check how the result of his / her examination came about
  - accountability can be taken with regard to the manner in which a grade for the performance of a student has been established.
4. At the start of a course, the examiner will give the students the opportunity to familiarise themselves with representative sample examination questions and answers and the examination standard criteria by which they have or will be assessed. The teacher or examiner will provide accompanying guidelines for the way in which the sample questions are answered.
5. The Board of Examiners is authorised to declare invalid an examination or an examination component, if a correct assessment of the knowledge, insight or skills has been proved reasonably impossible, based on the examination or that component. The Board of Examiners may draw up further rules for this.

#### **Article 1.23**      **Number and times of examinations (Conform TU model, article 17)**

1. There are at least two opportunities in each academic year for written examinations. The previous provision applies equally to assessments other than written examinations, unless this cannot be reasonably demanded of the programme. In those cases a different option will be provided, if at all possible. Participation in this may – within the limits of proportionality – be subject to additional requirements (see article 2.17). The number and times of all examinations are registered in the course description in the Study Guide.
2. Each semester a timetable of all the opportunities for taking examinations is drawn up and is published before the start of the relevant teaching period.
3. If there is no indication as to the number of times a particular examination can be taken in any one academic year because it relates to a course not taught by the programme itself, the relevant stipulations in the Teaching and Examination Regulations of the other programme will apply.

#### **Article 1.24**      **Sequence of examinations (faculty specific)**

If there is a sequence in which students are required to sit examinations and participate in practicals these specifications are stipulated in the [Study Guide](#).

#### **Article 1.25**      **Oral examinations (Conform TU model, article 18)**

1. For oral examinations, only one student at a time shall be tested, unless determined otherwise by the Board of Examiners.
2. The oral examination is administered by at least two examiners, unless determined otherwise by the Board of Examiners. In the event of unforeseen circumstances or measures, the Board of Examiners may determine that the oral examination be administered by a single examiner, in which case an audio and/or video recording of the oral examination will be made.
3. Oral examinations shall not be public, unless determined otherwise by the Board of Examiners. In deviation from this first clause, a final presentation for a design course is given publicly. An exception can be made in special cases in which the Board of Examiners has decided otherwise, whether or not at the request of the student.

#### **Article 1.26**      **Determining and announcing of results (Conform TU model, article 19)**

1. The examiner determines the result of an oral examination as soon as it is finished and issues the student with a written statement of the result.  
For the oral presentations as part of the examination of the regular Master 1 and 2 course the result for all students is determined at the end of the day or after all presentations have ended in case these will be spread over several days.
2. In the case of written examinations or other forms of examination (excluded oral examinations), the examiner determines the result as soon as possible but no later than 10 working days after the examination. Only with permission from the Director of Education the marking period can be extended to a maximum of 15 working days. The marking period for each course is published in the [Study Guide](#).

3. The examiner registers the results within above period in Osiris, with observance of the students' privacy. If the examiner is not able to meet these requirements due to exceptional circumstances, the examiner must inform the Board of Examiners, stating the reasons for the delay and also inform all students who sat the examination.
4. When the result of an examination is announced, the student will be informed of the right to inspect the results as referred to in Article 1.29 as well as the opportunity to lodge an appeal with the Examination Appeals Board.
5. Contrary to the previous provisions, results achieved for examinations administered in the last regular examination period as well as for the resit period in July shall be determined, registered and published within five working days in the week following the week in which the examination was taken.

**Article 1.27 The right to inspect the results (Conform TU model, article 20)**

1. For a period of at least 20 working days after announcement of the results of any written examination or assessment of a practical exercise, the student has the right to inspect the assessed work, on request. During the inspection of the assessed work, it is not permitted to copy the underlying examination questions in any way. Students intending to lodge an appeal against the assessment of their work, will be supplied with a copy of the assessed work.
2. During the period referred to in section 1, students who have participated in the examination can become acquainted with the questions, papers and assignments of the relevant examination, as well as with the criteria used for the assessment.
3. The examiner can determine that the right to inspection or perusal referred to in sections 1 and 2 will take place at a pre-established location and at a pre-established time.
4. Students who can prove that they were unable to be present at the location at the set time due to circumstances beyond their control, will be offered another possibility, if possible within the period stated in section 1. The location and times mentioned in the first sentence will be announced well in advance.

**Article 1.28 Discussion of the results of the examinations (Conform TU model, article 21)**

1. As soon as possible after the results of an oral examination have been announced, an opportunity can be arranged for the examiner to discuss the results with the student, either at the student's request or at the instigation of the examiner. At this meeting, a discussion justifying the assessment will take place between the examiner and the student. During the discussion of the assessed work, it is not permitted to copy the underlying examination questions in any way.
2. For a period of 20 working days after the results have been announced, students who have taken a written examination or participated in a practical examination may submit a request to discuss the results with the relevant examiner. The discussion will take place within a reasonable period and at a place and time to be determined by the examiner.
3. If a collective discussion is organised by the examiner, students may only submit a request, as described in the preceding section, if they were present at the collective discussion and if they provide a good reason for the request or if, due to circumstances beyond their control, they were unable to attend the collective discussion.
4. The Board of Examiners may permit deviations from the provisions of sections 1 and 3.

**Article 1.29 Period of validity of examinations (Conform TU model article 22, paragraph 5 is faculty specific)**

1. The period of validity of examination results is unlimited. The Dean can restrict the period of validity of a successfully completed examination if the examined knowledge or examined insight has become outdated, or if the skills that were examined have become outdated.
2. In cases involving a limited period of validity based on the first section, the period of validity shall be extended at least by the duration of the acknowledged delay in studies, based on the TU Delft Profiling Fund Scheme.
3. In individual cases involving special circumstances, the Board of Examiners may decide to deviate from the rule determined in section 2 and prolong the validity.
4. If a course consists of partial examinations, the period of validity of the partial examination for which no credits are assigned shall be restricted to one year, counted from the date of the partial examination.
5. The P2 evaluation in the graduation phase is considered as an partial examination.

### **Article 1.30 Exemption from and examinations or a practical (Conform TU model, article 23)**

After having obtained recommendations from the relevant examiner, the Board of Examiners may decide to exempt students from an examination or practical on the grounds of:

- an examination or practical taken in the Dutch higher education system or elsewhere that corresponds in terms of content, level and study load with the subject for which the exemption has been requested, or
- knowledge and/or skills acquired outside the higher education system.

### **Article 1.31 Scheduling and frequency of degree audits (Conform TU model, article 24)**

In principle there is an opportunity to undergo the Master's degree audit every month. The final presentations must be held in the established periods. The dates set by the Board of Examiners are published before the start of the academic year.

### **Paragraph 1.5 Studying with a disability**

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#### **Article 1.32 Adjustments to the benefit of students with a support need (Conform TU model, article 25)**

1. Students with a need for support are defined as students who experience obstacles due to a functional limitation, disability, chronic illness, psychological complaints, pregnancy, young parenthood, gender transition or special family circumstances such as informal care. Students with a disability can request the standard facilities, extra test time and reading software via the TU Horizon desk. Students with other support needs can request through the study advisor to be eligible for adjustments in education, exams and practicals. These adjustments are tailored as much as possible to their individual situation, but may not change the quality or difficulty of a subject or the examination program.
2. If students make a request to the study advisors as referred to in paragraph 1 (other than a request for standard facilities via Horizon), the study advisor must be given access to a recent statement from a (student) doctor or (student) psychologist. If possible, this statement provides an estimate of the extent to which study progress is hindered.
3. Decisions concerning requests for adjustments relating to educational facilities are taken by the Dean or by the Director of Education on the Dean's behalf. Decisions concerning adjustments relating to examinations are taken by the Board of Examiners or by the academic counsellor on behalf of the Board of Examiners
4. Adjustments to examinations can involve the following matters:
  - extra test time
  - extension of the validity of a partial examination
  - (physical) facility while taking an exam (for example, being allowed to take a medical device with you)
  - may receive a mark in the event of a resit that is assessed with a V (for Satisfactory) or O (for insufficient).
5. Adjustments in educational facilities could include:
  - providing modified furniture in teaching and examination spaces
  - providing special equipment (e.g. magnification or Braille equipment for students with visual impairments and blindness or loop systems and individual equipment for students with hearing impairments and deafness)
  - providing more accessible course material
  - providing special computer facilities (e.g. speech-recognition or speech-synthesising software)
  - providing a rest area.

### **Paragraph 1.6 Study support**

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#### **Article 1.33 Academic Counsellors (faculty specific)**

Students may consult the Academic Counsellors if they have any questions or problems that cannot simply be resolved administratively. Academic Counsellors are there to enable students to discuss a variety of issues in confidence.

They can be involved in any matter relating to a student's studies, living or working conditions. Working closely together with the student, they attempt to pinpoint any problems with regard to the



course at a stage as early as possible in order to prevent the student from falling behind in his or her studies. Students can get advice from the Academic Counsellors on the following topics:

- personal circumstances in relation to study
- (prolonged) illness
- extracurricular activities
- Graduation Support Scheme (both information and submission of application)
- handicap (or functional disability) or other request for support (study related)
- study path (planning, choices, doubts)
- reference to TU Delft facilities including Horizon, student psychologists, career and counselling services.

Academic Counsellors are authorised by the Dean, the Director of Education and the Board of Examiners to act on their behalf in taking decisions about the most commonly occurring questions relating to admission to programmes and examinations in individual cases where they consider deviation from the standard rules to be acceptable in the interest of fairness.

To find out how to contact the Academic Counsellors, please go to the faculty's [Student portal](#).

#### **Article 1.34 Study support and monitoring of student progress (Conform TU model, article 26)**

1. The Dean is responsible for providing individual study supervision to students registered for the degree programme, partly for their orientation towards potential study options within and outside the degree programme. The Dean will also ensure that effective support and supervision is provided to students in making choices related to their studies.
2. The examination and study programme applying to each student is documented in the educational administration system [Osiris](#).
3. The Study Programme Administration (SPA) is responsible for ensuring that all students are able to review and check their results in the educational administration system [Osiris](#) (via My TU Delft).

#### **Paragraph 1.7 Contravention, changes and implementation**

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#### **Article 1.35 Conflicts with the regulations (Conform TU model, article 28)**

If the [Study Guide](#) and/or any other regulations relating to the study programme and/or the examination programme prove to contravene these Teaching and Examination Regulations, precedence will be given to the provisions of these Teaching and Examination Regulations.

#### **Article 1.36 Amendments to the regulations (Conform TU model, article 29)**

1. Amendments to these regulations are adopted separately by the Dean.
2. Amendments that are applicable to the current academic year will be made only if they would not reasonably damage the interests of students.
3. Amendments to these regulations may not lead to disadvantageous changes to any decisions that have been made with regard to individual students.
4. In the event of unforeseen circumstances or measures, the Dean may decide to deviate from these regulations, including the actual form of the education and any compulsory attendance requirements. This also means that the provisions in the study guide may be deviated from.

#### **Article 1.37 Transitional measures (Conform TU model, article 30)**

1. If the composition of the degree programme undergoes substantive changes, the Dean will draw up transitional regulations that will be incorporated in this regulation.
2. These transitional measures shall include at least the following:
  - a. an arrangement regarding exemptions that can be given on the basis of the examinations already passed
  - b. a provision specifying the period of validity of the transitional measures.
3. Students shall follow the degree programme as it has applied or applies during the first academic year of their enrolment, unless components of the programme are no longer offered. In such cases, students must transfer according to the applicable transitional measures. Deviations require the approval of the Board of Examiners. Before submitting a request to this end, the student must have first obtained recommendations from an academic counsellor.
4. If a compulsory course is removed from the degree programme, four opportunities to sit an examination in this subject will be offered after the last time the course has been taught: an

examination at the end of the teaching of the subject, a resit in the same academic year, and two resits in the following academic year.

The curriculum for the academic year contains minor changes. For the transitional regulations see [Appendix VIII](#).

**Article 1.38 Study costs (faculty specific)**

Based on the 2024-2025 Guideline, study costs are calculated as follows:

- a. costs of books and readers: around € 660,-- every academic year
- b. costs of other course materials: around € 500,-- every academic year

Costs for domestic trips are included in the costs of other teaching course materials. Foreign trips are not mandatory parts of the curriculum; It is the students own choice. It is always possible to choose courses where no additional charges are applicable.

**Article 1.39 Publication of the regulations (Conform TU model, article 31)**

1. The Dean is responsible for ensuring a suitable way of publishing these regulations, as well as any amendments to the regulations.
2. In any case, the Student Charter, included the Teaching and Examination Regulations, will always be published on the [Student portal](#) of the Faculty of Architecture and the Built Environment.

**Article 1.40 Entry into force (Conform TU model, article 32)**

These regulations will come into effect on 1 September 2024.

Drawn up by the Dean of the Faculty of Architecture and the Built Environment

Prof.ir. D.E. van Gameren

## **Part II**

# **Rules and Guidelines of the Board of Examiners**

**Academic Year 2024 – 2025**



## Paragraph 2.0 General

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### Article 2.1 Scope of applicability (Conform TU model, article 1)

These Rules and Guidelines of the Board of Examiners govern the Delft University of Technology's Master of Science Architecture, Urbanism and Building Sciences programme, referred to below as the "programme".

### Article 2.2 Definition of terms (Conform TU model, article 2)

The definitions of terms contained in Article 1.1 of the Dutch Higher Education and Scientific Research Act and [Article 1.2](#) of the Teaching and Examination Regulation, Master of Science Architecture, Urbanism and Building Science, are applicable.

### Article 2.3 The Board of Examiners' working method (Conform TU model, article 3)

1. In principle the Board of Examiners meets once a month.
2. The Board of Examiners may delegate certain clearly defined duties.
3. The Secretary of the Board of Examiners is charged with looking after the day-to-day affairs of the Board of Examiners.
4. The members of the Board of Examiners decide jointly which of them shall deputise for the chairman during his or her absence.
5. The meetings are not public.
6. In the event that a student submits an application or complaint to the Board of Examiners that involves an examiner who is a member of the Board of Examiners, the examiner concerned will have no involvement in the handling of the application or complaint and will temporarily absent him or herself from the meeting.
7. A report will be drawn up regarding the matters discussed at meetings.
8. The Board of Examiners compiles an annual report of its activities in the previous academic year. This report will be sent to the Dean.

### Article 2.4 Decisions taken by the Board of Examiners (Conform TU model, article 4)

1. The Board of Examiners' rulings are based on a simple majority vote.
2. If the votes are equally divided the chairman of the Board of Examiners will have a casting vote unless the votes were cast by ballot.
3. If votes cast by ballot are equally divided, then a second vote by ballot will be held; if the votes are once again equally divided, the proposal being voted upon will be rejected.

### Article 2.5 Appointment of examiners, delegates of the Board of Examiners and Ad hoc committees (Conform TU model, article 5)

1. The Board of Examiners appoints as examiners the members of staff responsible for preparing and conducting examinations and determining results. The examiner of each course is recorded in the [Study Guide](#) in the field "Responsible for assignments".
2. The Board of Examiners is entitled to appoint experts from outside the institution as examiners. This kind of appointment will be for a maximum period of two years, with the option to extend this period each time by a maximum of a further two years.
3. The Board of Examiners may appoint ad hoc committees, including an assessment committee as referred to in [Article 2.25](#).
4. The Board of Examiners appoints a delegate of the Board of Examiners for every graduate.

### Article 2.6 Standards (Conform TU model, article 6)

The Board of Examiners or the examiner will use the following standards as a guideline when making decisions and will weigh the various standards against each other in the event of any inconsistency.

1. Maintaining the quality and selection requirements with respect to the examination or part of the examination in question.
2. Expediency, with the goal of:
  - limiting study delays of students who are making good progress in their studies
  - persuading a student to drop out of the programme with as little loss of time as possible if it has become unlikely that the programme will be completed within a reasonable period of enrolment.
3. Warning students and taking appropriate action if they are in danger of taking on too great a study load.

4. Mildness with respect to a student who is experiencing or has experienced a study delay due to circumstances that are beyond their control.

#### Article 2.7 Language (faculty specific)

1. A student who submits a request to the Board of Examiners to take one or more parts of an examination in Dutch as referred to in [Article 1.9](#), subsection 2, of the Teaching and Examination Regulations, Master of Science Architecture, Urbanism and Building Sciences, must substantiate that request.
2. Before making a decision, the Board of Examiners is to obtain advice from the examiner(s) in question with regard to the request.
3. In addition to subsection 1 and 2, the standard language for the graduation project is English. Only if all mentors and the student drop a written motivated request at the Board of Examiners the Board of Examiners can decide to allow Dutch as language. This request can only be rewarded if it is made clear that this language will have added value for this final project. Details are described in the [Graduation Manual](#).

#### Article 2.8 Fraud (Conform TU model, article 7)

1. Fraud is taken to mean any act or omission by a student that makes it fully or partially impossible to properly assess the knowledge, insight and skill of that student or another student. Fraud is in any event understood to include the commission of plagiarism in any form; it should be clear that this includes all cases in which a student suggests that a piece of work is their own when that is not the case, such as copying the work of others and presenting it as one's own through deliberate or through careless or inadequate references. Fraud also includes among others the following:
  - being in possession, during an examination, of aids (digital or otherwise), any notes, pre-programmed calculator, mobile phone, book, syllabus, notes in books for an open-book examination, the use of which has not been expressly permitted
  - looking at the work of others during an examination or exchanging information or materials inside or outside the room where the examination is taking place
  - getting someone else to take the examination or impersonating someone else during an examination
  - being in possession of the questions/assignments of an examination before the date or time on which the examination is due to be held.
2. Whenever a student is suspected of having committed fraud, the matter will be dealt with by the Board of Examiners of the study programme on which the student is enrolled. If a Board of Examiners receives a notification relating to a suspicion of fraud about a student who is enrolled on a different study programme, it will immediately pass on the complaint to the Board of Examiners of the relevant study programme. In the case of fraud committed in group work involving students from different study programmes, the Boards of Examiners concerned will together agree which Board of Examiners will handle the notification. The Board of Examiners dealing with the notification will keep the other Board or Boards informed of the outcome.
3. If fraud is discovered or suspected while an examination is being taken, the examiner or invigilator will immediately inform the student in question and record the incident in a written report as quickly as possible. The written report will be added to the student's completed examination after the examination has ended. The examiner or invigilator may request the student to make any evidence available. If the student refuses to do so, this will be noted in the report. The report and any evidence will be submitted to the Board of Examiners immediately.
4. If fraud is discovered or suspected other than while an examination is being taken, the examiner will record the incident in writing as quickly as possible. The report and any evidence will be submitted to the Board of Examiners immediately.
5. If it has been established that fraud has been committed, or if there is a suspicion to that effect, the Board of Examiners, the examiner, and the invigilator are authorized to obtain information from employees or parts of the organization that could be used as evidence.
6. The Board of Examiners will give the student an opportunity to add written comments to the report that was prepared by the examiner or invigilator.
7. The Board of Examiners will, in the event of fraud, make the decision that a mark will not be issued for the examination or practical in question, apart from in exceptional cases. In the event the mark has been announced or registered before the fraud was determined, the

- Board of Examiners will make the decision to retract the mark in question and declare it invalid, apart from in exceptional cases.
8. As well as the decision in the foregoing section, the Board of Examiners will decide whether a sanction will be imposed. The Board of Examiners may, depending on the seriousness of the fraud, impose the following sanctions on students:
    - a. a reprimand
    - b. exclusion from the examination or practical in question for a maximum period of one year
    - c. exclusion from one or more examination periods for a maximum period of one year
    - d. a combination of the measures listed above.When determining the seriousness of the fraud, in any case, but not exclusively, the following will be taken into account: any repeated incidents of fraud. In the event of serious fraud, the Board of Examiners is entitled to submit the proposal to the Executive Board that the student's enrolment on the degree programme be permanently terminated.
  9. When, within the context of group learning, the Board of Examiners determines that group fraud has been committed, the Board of Examiners may impose one of the sanctions referred to in subsection 8 subsection a to d upon every member of the group.
  10. The Board of Examiners will not make a decision as referred to in subsection 8 until after the student has been given an opportunity to be heard. A hearing will not be necessary if the Board of Examiners determines that there was no fraud.

**Article 2.9 Disciplinary measure in the event of an irregularity or suspected irregularity (Conform TU model, article 7a)**

1. Prior to, during or after an examination the Board of Examiners may decide that the examination must be taken in a different way or retaken at a different time in the event of any irregularity or if there are reasonable grounds for suspecting an irregularity, such as:
  - large-scale or organised fraud that renders the examination results untrustworthy and where it is not (yet) possible to determine which individual students are involved
  - a technical failure during the examination that renders the results untrustworthy.
2. If the examination has already been taken, the Board of Examiners may decide to declare the results of the examination in question invalid for all participants. The examination must then be retaken. In this case the Board of Examiners will set a new examination date as soon as possible.

**Article 2.10 Plagiarism scan (Conform TU model, article 7b)**

1. The examiner or assessment committee checks written (graduation) work for plagiarism. A plagiarism scanner may be used for this purpose.
2. To facilitate plagiarism checks, the examiner or assessment committee may set requirements for the way in which a written assignment must be submitted.

**Article 2.11 Time limits (Conform TU model, article 8)**

The Board of Examiners will render a decision with respect to a student's application within 40 working days after the application is received or, if the application is submitted during an academic holiday or within a period of three weeks prior to an academic holiday, within 40 working days after the end of that holiday. The Board of Examiners may postpone making a decision for a maximum period of 10 working days. The student will be informed in writing of any postponement before the end of the period referred to in the first sentence.

**Paragraph 2.1 Registering and withdrawing**

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**Article 2.12 Registering for the degree audit and applying for degree certificate (Conform TU model, article 9)**

1. Registration for the degree audit and the application for the degree certificate must be submitted to the Study Programme Administration no later than 20 working days before the degree audit in question is to be held.
2. The student must submit the final study programme to the Study Programme Administration no later than the day on which the period referred to in subsection 1 commences.
3. All requirements must be met, and all results must have been submitted to the Study Programme Administration no later than five working days before the meeting for the degree audit in question.

4. The Student Programme Administration has the possibility of putting a student forward for a degree audit if it has established that the student has met all obligations for the degree audit. The Student Administration will inform the student of its intention to put the student forward for the degree audit. The Student Programme Administration will drop its intention when the student indicates within the specified period that they wish to improve a result or wishes to supplement their examination programme. In that case, the student will have the opportunity to do so during the rest of the current academic year.

## Paragraph 2.2 Examinations

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### Article 2.13 Taking examinations (Conform TU model, article 10)

1. In special cases the Board of Examiners may allow a student to take an examination in a different form. The request for this must be substantiated.
2. A student's registration at the TU Delft will be confirmed by or on behalf of the Board of Examiners during examinations.
3. In the event of unforeseen circumstances, the examination may be taken (again) in a different way or at a different time and the way in which the result of the examination is indicated may be changed. The Board of Examiners will decide on this matter in consultation with the examiner.

### Article 2.14 Online proctored examinations

1. An examination may be held using online proctoring with the permission of the Board of Examiners if:
  - a. no other means of examination is reasonably possible, and
  - b. this takes place in accordance with the TU Delft Online Proctored Examination Regulation.

### Article 2.15 Questions and assignments (Conform TU model, article 12)

1. The questions and assignments covered by an examination includes only content that is part of the study material or sources made known in advance. These sources will be generally made known before commencement of the coursework that prepares students for the examination. The exact scope of the material will be finalized no later than one month before the examination is taken.
2. The questions and assignments contained in an examination are to be a well-balanced representation of the materials studied.
3. The examination will reflect the learning objectives in terms of level, content and form.
4. The questions and assignments will be clear and unambiguous. The instructions regarding the weighing of the questions and assignments will also be clear and unambiguous, and formulated in such a way that students should be able to understand how extensive and detailed their answers must be.
5. The time limit for examinations will be such that the student will have sufficient time to answer the questions, based on reasonable standards.

### Article 2.16 Procedure during examinations (Conform TU model, article 13)

1. The examiner will ensure that invigilators are appointed for written examinations. The invigilators will maintain order during the exams and ensure that examinations proceed properly, on behalf of and under the responsibility of the Board of Examiners. When supervising an examination in an examination room the invigilators will observe the "Rules of Procedure Examinations", [Appendix VIII](#) which will be available in the examination location.
2. The following applies regarding entering an examination room:
  - a. only students with a valid identity document may gain access to the examination. Acceptable identity documents are a campus card, passport, identity card, or driving licence, and
  - b. students may only gain access to the examination if they have a valid examination ticket or if they appear on the list of examinees.
3. At the request or on behalf of the Board of Examiners the student is required to identify using their student ID or other valid proof of identity (a passport, ID card or driving license).
4. The student must follow the instructions issued by the Board of Examiners, the examiner or the invigilator that have been published before the start of the examination and the instructions that are given during the examination or immediately after it has ended.



5. Any student who does not comply with the provisions laid down in or pursuant to subsection 3 and 4 of this article may be excluded from further participation by the Board of Examiners or the examiner. In these cases, no mark will be recorded for the examination.
6. Examination paper and scrap paper will be provided. However, the students must bring their own writing and drawing materials. The students immediately registers their name and student number on each paper. Only writings on examination paper will be assessed.
7. During examinations, students may not use or have available any aids such as pre-programmed calculators, computers, mobile telephones, or other devices with similar functions unless the examiner has decided otherwise. If the use of such devices is permitted during an examination, the student must bring his/her own calculator or device, which must be in compliance with the function limits indicated by the examiner.
8. During an examination students may not have in their possession, nor may they consult any books, lecture notes, other notes, or other documents unless the examiner has decided otherwise.
9. During an examination the student may not copy from other students or exchange information and/or materials with other students in any manner whatsoever, either inside or outside the location where the examination is held.
10. Answers may not be written in pencil unless the examiner has given permission to do so in advance.
11. Students may not take the examination assignments with them after the examination has ended unless the examiner has decided otherwise.
12. Students who wish to participate in an examination more than 30 minutes after the examination in question has started will not be admitted.
13. The student is not permitted to leave the location where the examination is being held within 30 minutes after an examination officially starts. In urgent cases permission may be given to leave the location where the examination is being held after those 30 minutes have passed, under the supervision of an invigilator. No more than one student may be absent at any given time.
14. Before the student's final departure from the location where the examination is being held (not earlier than 30 minutes after the examination in question has started) the student must hand in the examination work, on which they has written their name and student number on each page, to the examiner or invigilator.

#### Article 2.17 Assessment (Conform TU model, article 14)

1. The assessment method, including the weighing of components, is to be clear such that the student can ascertain how the result was reached.
2. Examinations will be assessed, based on model answers and standards that have been laid down in writing in advance and that may be revised during correction. If the same examination is administered by more than one examiner (whether or not simultaneously) and the results are also assessed by more than one examiner, the assessment shall take place according to the aforementioned provisions. Where applicable, the Board of Examiners will appoint prime responsibility for the examination to one examiner.
3. A result will be indicated by a mark or a V (*Voldaan* = Pass) or an O (*Onvoldoende* = Fail), a VR (*Vrijstelling* = Exemption) or NVD (*niet voldaan* – insufficient).
4. A final mark for a subject will be expressed in a whole mark or a half mark from 1,0 to 10,0. The meaning of the marks is as follows:

9,5	And	10,0	Excellent
8,5	And	9,0	Very good
7,5	And	8,0	Good
6,5	And	7,0	More than satisfactory
6,0			Satisfactory
4,5	Up to and including	5,5	Nearly satisfactory
3,5	And	4,0	Poor
1,0	Up to and including	3,0	Very poor
5. The final marks are rounded off to half and whole figures, three-tenths, four-tenths, eight-tenths and nine-tenths will be rounded up and one-tenth, two-tenths, six-tenths and seven-tenths will be rounded down.



6. If a subject consists of more than one component, the subject overview in the [Study Guide](#) will indicate how the final mark will be determined. The following provisions apply in this respect:
  - the mark for a component examination will be expressed in tenths, where hundredths greater or equal to 0.05 will be rounded up and hundredths lower than 0.05 will be rounded down
  - a result for a component or partial examination or the assessment of a practical may be included in the determination of the final mark only if it is at least a 5.0 or higher. In the event of a lower mark, no final mark will be given, but instead an NVD will be registered as the final result.
7. Final marks that are earned in another degree programme at TU Delft or another Dutch university will be adopted as they have been given, as a whole figure or half figure or as a decimal figure. The definition that the other degree programme attributes to those marks will also be adopted. The provisions of [Article 2.22](#) apply to final marks that are earned abroad.
8. If more than one result is earned for a subject, the highest result that has been earned will apply during the degree audit, on the understanding that where a Pass mark is given along with a final mark expressed in figures, only the mark in figures counts
9. If a student can demonstrate that submitted exam work by act or omission of the institution has been lost, the Board of Examiners will decide what subsequent course of action will be taken.

#### **Article 2.18 Ability to repair after initial assessment (faculty specific)**

If with the evaluation of a design the examiner considers that the examination work is insufficient, but a satisfactory level can be achieved with relatively little effort, the examiner can give a temporary mark and give the student the opportunity to perform a, by the examiner clearly defined, repair. The improved examination work must be presented for review at latest within ten working days after the start of the next education quarter. If the work is not offered for re-assessment within the prescribed period, the temporary mark will be finalized.

#### **Article 2.19 Registration and publication of exams and practical results (Conform TU model, article 15)**

1. The examiner registers the results of exams in [Osiris](#), including the date on which the examination was held or, in the case of a practical exercise, the date on which the exercise was completed.
2. The examiner may determine the latest date by which a report must be submitted or on which a practical must be completed. This information must be included in the relevant course description in the [Study Guide](#). The deadlines will be announced no later than at the start of the course.

#### **Article 2.20 Retention of works and results (Conform TU model, article 16, paragraph 5 and 6 are faculty specific)**

1. Due to the possibility of appeals proceedings, student work that has been assessed must be retained for at least two years after the date of the exam. Assessed work is in any case, but not exclusively, taken to mean: the associated examinations and the model answers and standards established in writing.
2. In connection with the re-accreditation of the degree programme, in contravention to subsection 1, successfully completed Final assignment and the related evaluation forms must be retained for at least seven years.
3. By way of derogation of Section 1, handed in and assessed three-dimensional projects must be retained by the examiner for at least six weeks after the results have been published.
4. In the event that no result has been published, the period referred to in subsection 1 will commence on the date on which the exam is held.
5. The results of exams will be retained by the Student Administration for a period of at least 10 years.
6. In line with the open access policy of the TU Delft, it is obligatory for all students to upload all relevant documents from the graduation project in the TU Delft repository. Specifications are registered in the [Graduation Manual](#).

7. Only with permission of the Director of Education a student can request for an embargo, for a maximum of two years, on the graduation documents in the repository. If the embargo is approved the students has to deliver the graduation files digital to the Board of Examiners, to make them available for the Board and re-accreditation of the degree programme.

### **Paragraph 2.3 Exemption / curriculum components completed elsewhere**

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#### **Article 2.21 Exemption application procedure (Conform TU model, article 17)**

1. An application for an exemption from all or part of a course must be submitted to the Board of Examiners in writing, stating the reasons for the exemption request, together with any documentary evidence. The student must attach the recommendation of the examiner concerned to his/her application.
2. There is a maximum number of credits for which an exemption can be granted, see art. 2.22 paragraph 1

#### **Article 2.22 Official date of an exemption (Conform TU model, article 18)**

The official date of an exemption will be the date on which the Board of Examiners grants the exemption.

#### **Article 2.23 Limitations including exemptions and components obtained elsewhere in the examination programme (Conform TU model, article 19)**

The number of credits to be submitted for the degree audit and that are derived from components for which an exemption has been granted and/or from curriculum components completed outside the degree programme may not exceed a total of 40.

#### **Article 2.24 Curriculum components taken elsewhere (Conform TU model, article 20)**

1. In the event that a student has completed approved components taken outside the degree programme, the student is responsible for ensuring that the authorised agency issues a statement indicating the component in question by name and insofar as applicable by the code of the course, the associated study load (credits), the results, the date on which the results were earned and the date on which the statement was issued.
2. In the case of components taken abroad, the student must request the Board of Examiners to determine the number of credits and the result.
3. A student who takes a component elsewhere must provide relevant information about this to the Board of Examiners. Relevant information is taken to mean, where applicable, in any case: the progress made in the part of the course in question, the assessment (also if a fail) by the authorised body and a decision concerning fraud. The Board of Examiners is authorised to request and obtain this information from the authorised body.
4. Courses successfully completed elsewhere will only be included in the programme if they were completed during the period in which the student was enrolled in the degree programme. For courses successfully completed elsewhere outside the period the student was enrolled in the degree programme, an exemption must be applied for.

### **Paragraph 2.4 Further rules governing internships and Projects**

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#### **Article 2.25 Internships (Conform TU model, article 21)**

An internship is only possible as being part of certain dedicated (elective) courses. On set conditions, Building Technology, Management in the Built Environment, Urbanism and Geomatics students have the possibility to carry out their graduation research project at a company. Students who wish to do so are required to sign a standard internship agreement (see above) in advance, including a research proposal which has been approved by the main mentor. Additional conditions and requirements are stipulated below.

1. The objective of the graduation project is educational. Students who carry out their graduation research project at a company are not obliged to take part in the regular work process of the company-attending meetings, carrying out tasks, etc.
2. The graduation company is not a 'commissioning party' for the purpose of the research. The company may suggest a subject for the graduation project. Nevertheless, the student retains full responsibility for the structure of the research project; the objective, questions, theoretical justification, method of acquiring data, conducting fieldwork, etc. are all part of the project.

3. The project is supervised and assessed by mentors from the faculty. Upon request, the graduation company tutor may attend the consultations that follow the final presentation by the student, during which the mentors, in the presence of the delegate of the Board of Examiners, decide on the marks for the various fields and the mark for the presentation, as well as the final mark. The graduation company tutor is not authorised to give marks.
4. The author's rights on the achieved results lie with the student unless explicitly arranged otherwise. Both the student and the faculty may use the results for internal purposes without consultation of the host organisation. Because of the input of the mentors, in case of publications e.g. of an article based on the thesis, it is strongly recommended to inform the mentors and to involve them as a co-author.
5. Any confidential information that is contained in the graduation project should be included in a separate Appendix to the graduation report. The Appendix will not be made public for a period of maximum 1 year after graduation, but it will count towards the assessment of the content of the report by the mentors and delegate of the Board of Examiners of the faculty. The status of a confidential Appendix is exceptional and will only be allowed in extraordinary cases (such as those concerning the privacy of interviewees or sensitive commercial information), and the student will have to justify the reasons for keeping the relevant section confidential. This justification will itself form an integral part of the main report, and will be composed following consultations between the student, mentors and the graduation company.
6. Students who do an internship as part of the curriculum are required to sign a standard internship agreement in advance, with both the employer and Delft University of Technology. The agreement can be found [here](#) and can be signed at the secretariat of Education and Student Affairs.

#### **Article 2.26**      **Incidental project or course (Conform TU model, article 20 and 21)**

1. The Board of Examiners shall assign for incidental projects, which are approved as recognized education unit, one or more teachers as examiner.
2. The official date of the completion of an incidental project or course will be the date on which the final report or project is submitted or the date on which the oral presentation is given.

#### **Paragraph 2.5**      **Additional rules governing Master's thesis projects**

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#### **Article 2.27**      **Master thesis project (Conform TU model, article 22)**

The Master's thesis project is assessed against the objectives and criteria, agreed at the P2 presentation, and accepted by the examiners and the Board of Examiners. The Board of Examiners describes a form in which this information is recorded. For more information see the Master [Graduation Manual](#). This manual provides details of the graduation process and the rules applicable. The Master [Graduation Manual](#) is annually revised by the Board of Examiners.

#### **Article 2.28**      **Composition of the assessment committee for Master's thesis projects (Conform TU model, article 23)**

1. For monitoring and evaluation of the Master's thesis project a committee is installed by or on behalf of the Board of Examiners which consists of at least two examiners. Each student will have two mentors from the TU Delft and optional one mentor from a partner university involved in this programme. In the evaluation committee are at least two different scientific fields from the university represented.
2. The student may request for a change of the composition of the committee through a motivated request to the Board of Examiners. The application must be supported by the current and the desired committee members.
3. The Board of Examiners appoints a delegate of the Board of Examiners, who has completed a suitable training or to her opinion has the competence required for this. The delegate of the Board of Examiners ensures a proper procedure and ensures that the appropriate academic standards are applied.

#### **Article 2.29**      **Working method of the assessment committee (Conform TU model, article 24)**

The examiners shall each set a fixed grade for his / her academic field. In addition, they shall agree on a fixed grade for the presentation of the graduation work, and a final grade for the whole work

piece. Such consultations shall take place in the presence of the delegate of the Board of Examiners, who also chairs. All grades given for the thesis must be approved by the delegate of the Board of Examiners. The Board of Examiners has, to support this review, established detailed criteria and prescribes that the provided forms and/or assessment methods are being used.

**Article 2.30**      **Official date of the Master's thesis project result (Conform TU model, article 25)**

The official date of completion of the Master's thesis project will be the date on which the oral final presentation is given.

**Paragraph 2.6**      **Pass and fail rules**

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**Article 2.31**      **Pass and fail rules covering the Master's degree audit (Conform TU model, article 28)**

1. To pass the Master's degree audit, a student must have met the following requirements:
  - a. a result has been earned for all subjects: a mark, a pass (V) or an exemption (VR)
  - b. none of the marks may be lower than 6.0.
2. The method of assessment will be transparent so that the student can ascertain how the result was reached.
3. In special cases the Board of Examiners may deviate from the provisions of subsection 1. It will stipulate additional requirements if necessary.

**Article 2.32**      **Pass and fail rules governing the Honours Programme Master (Conform TU model, article 29)**

The student meets the requirements for the Honours Programme Master once the following have been met:

1. A Pass mark has been achieved for all courses in the Honours Programme Master.
2. The minimum number of credits for the Honours Programme Master is gained.
3. The duration of study, counted from the first enrolment for the degree programme till the date of completion of this programme, for the Master's degree programme and the Honours Programme Master from which any delay in studies due to circumstances beyond the student's control has been subtracted is a maximum of two academic years and one semester. In exceptional circumstances, the Board of Examiners can deviate from this time period in favour of the student.

**Paragraph 2.7**      **Conferring the predicate "cum laude"**

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**Article 2.33**      **The predicate "cum laude" for Master's degree audits (Conform TU model, article 30)**

1. A student may receive the predicate "cum laude" for the Master's degree audit if the Board of Examiners decides to grant this distinction and if at least the following requirements have been met:
  - a. the weighted average of the results of the courses not including the Master final Project must be at least 8,00; passes (V) and exemptions (VR) will not be taken into consideration
  - b. the number of credits for the courses for which a pass (V) has been earned or for which an exemption (VR) has been granted may not exceed 20,0 credits in total. An exception will be made if the student took an exchange semester and the courses completed abroad were assessed with a pass / fail result. Those courses will not contribute to the maximum of 20 credits
  - c. the result for the Master Final Project must be at least 8,5
  - d. the duration of study, that is, the period between the student's enrolment in the programme and his or her taking the final examination, must not exceed the nominal period of study plus one semester, taking into account study delays based on the TU Delft Profiling Fund Regulations.
2. In special cases the Board of Examiners may decide to grant the predicate "cum laude" to a student who does not meet the requirements referred to in subsection 1 if the student in question has shown exceptional skills in the degree programme in question.

#### **Article 2.34 Honourable mention (faculty specific)**

1. A student who is not classified for graduation "cum laude", can have their graduation work being awarded with an Honourable mention if the following conditions are met:
  - a. the result of the graduation work is at least 8,5;
  - b. the examiners have nominated the student for a honourable mention at the appraisal of the P4 presentation;
  - c. the delegate of the Board of Examiners agrees with the proposal.
2. The text for the Honourable mention is delivered by the main mentor after the P4 to the Secretary of the Board of Examiners. If the Board of Examiners agrees with the nomination and text, the printed honourable mention is signed by the main mentor and handed out to the student at the P5 only in the case the student didn't graduate cum laude.
3. In special cases the Board of Examiners can decide to grant an Honourable mention to a student who does not meet the conditions listed in subsection 1, when the student in other ways has demonstrated exceptional skills.

#### **Paragraph 2.8 Degree certificates and results achieved**

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##### **Article 2.35 Degree certificate and supplement (Conform TU model, article 31)**

1. A degree certificate will be issued by or on behalf of the Board of Examiners as evidence that the degree audit has been completed.
2. The degree certificate for the Master's degree audit will be signed by a member of the Board of Examiners.
3. A supplement in English will be provided when the degree certificate is issued, which will in any event indicate the results achieved.
4. The date stated on the degree certificate is the test date of the last passed course of the student's exam programme.

##### **Article 2.36 Statement of results achieved (Conform TU model, article 32)**

1. A student who has successfully taken one or more exams and to whom the degree certificate within the meaning of [Article 2.35](#) cannot be issued when he/she leaves the university will receive a statement from the Board of Examiners upon request. That statement will indicate the student's personal data, subject code(s), subject name(s), number of credits, the result(s) and the date(s) on which the result(s) was/were obtained.
2. A statement as referred to in subsection 1 must be requested from the Study Programme Administration.

#### **Paragraph 2.9 Appeal and final provisions**

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##### **Article 2.37 Appeals against decisions made by the Board of Examiners (Conform TU model, article 33)**

Appeals to the Examinations Appeals Board referred to in Section 7.60 of the Higher Education and Research Act (WHW) against decisions made by the Board of Examiners and/or an examiner may be lodged up to six weeks after the decision in question has been made known to the individual concerned. The Board of Examiners will refer to this possibility of appeal in its decision.

##### **Article 2.38 Amendments to the Rules and Guidelines of the Board of Examiners (Conform TU model, article 34)**

No amendments may be made to these Rules and Guidelines of the Board of Examiners that apply to the current academic year unless the students' interests remain reasonably unaffected.

##### **Article 2.39 Unexpected circumstances (Conform TU model, article 35)**

Insofar as these Rules and Guidelines of the Board of Examiners do not provide for specific circumstances, the Board of Examiners will make a decision that is in line with these Rules and Guidelines of the Board of Examiners to every extent possible.

##### **Article 2.40 Entry into force (Conform TU model, article 36)**

The Rules and Guidelines shall enter into force on 1 September 2024.

# Part III

## Appendices

**Academic Year 2024 – 2025**



Appendix I Academic Calendar 2024-2025

Education Master

Academic Calendar 2024/ 2025

Autumn semester																																
Calendar Week																																
Teaching week																																
	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	1	2	3	4	5										
	1.1	1.2	1.3	1.4	1.5	1.6	1.7	1.8	1.9	1.10	2.1	2.2	2.3	2.4	2.5	2.6	2.7	2.8	2.9	2.10												
Sept.	2	9	16	23	30							Nov.						Dec.						Jan.								
Mon						4	11	18	25	2	9	16	23	30	6	13	20	27														
Tues	3	10	17	24	1	8	15	22	29	5	12	19	26	3	10	17	24	31	7	14	21	28										
Wed	4	11	18	25	2	9	16	23	30	6	13	20	27	4	11	18	25	1	8	15	22	29										
Thurs	5	12	19	26	3	10	17	24	31	7	14	21	28	5	12	19	26	2	9	16	23	30										
Fri	6	13	20	27	4	11	18	25	1	8	15	22	29	6	13	20	27	3	10	17	24	31										
Spring semester																																
Calendar Week																																
Teaching week																																
	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26											
	3.1	3.2	3.3	3.4	3.5	3.6	3.7	3.8	3.9	3.10	4.1	4.2	4.3	4.4	4.5	4.6	4.7	4.8	4.9	4.10												
Feb.	3	10	17	24	3	10	17	24	31	Apr.						May						June										
Mon										7	14	21	28	5	12	19	26	2	9	16	23											
Tues	4	11	18	25	4	11	18	25	1	8	15	22	29	6	13	20	27	3	10	17	24											
Wed	5	12	19	26	5	12	19	26	2	9	16	23	30	7	14	21	28	4	11	18	25											
Thurs	6	13	20	27	6	13	20	27	3	10	17	24	1	8	15	22	29	5	12	19	26											
Fri	7	14	21	28	7	14	21	28	4	11	18	25	2	9	16	23	30	6	13	20	27											
Summer period																																
Calendar Week																																
Summer period																																
	27	28	29	30	31	32	33	34	35																							
	5.1	5.2	5.3	5.4	5.5	5.6	5.7	5.8	5.9																							
July	30	Aug.																														
Mon	7	14	21	28	4	11	18	25																								
Tues	1	8	15	22	29	5	12	19	26																							
Wed	2	9	16	23	30	6	13	20	27																							
Thurs	3	10	17	24	31	7	14	21	28																							
Fri	4	11	18	25	1	8	15	22	29																							

Education  
 No regular education  
 MSc education or examinations and presentations  
 MSc examinations and presentations  
 Resits 3th and 4th quarter

\* Enrolment for education in spring semester:  
 \*\* Enrolment for education in autumn semester:

November 25 up and until December 6  
 May 12 up and until May 23

Public Holidays											
Christmas period	Dec 23 - Jan 3										
Spring Break	Feb 3 - Feb 7										
Good Friday	April 18										
Easter	April 20 & 21										
King's Day	April 26										
Liberation Day	May 5										
Ascension Day	May 29										
Whit Monday	June 9										



Appendix II Graduation Calendar 2024-2025

Academic Calendar 2024 / 2025

Graduation





### Appendix III      Didactic concept

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Knowledge and skills are offered in full in every master track. As in the Bachelor's programme, design education is central here, alongside regular, studio-specific, and free programme components of a theoretical nature. Designing means integrating the acquired knowledge and skills and making choices, consistently substantiated in a design that is set up individually (knowledge-intensive design). During the design process, we work on a methodical and systematic approach, as well as on a creative and inventive attitude (or mode).

The teaching methods of the master's programme are intended to stimulate and support the self-study. The timetable offers a variety of different work forms: design workshops, practical's, work groups, lectures and tutorials and thesis supervision.

In design education, students work in small groups in one room: the studio. They are tutored by an experienced designer: the teacher. Students also learn from each other. The studio is also the place where students discuss their work among themselves, design experiments are carried out, where work models are made and where a student presents his work.

The education of the Master's programme in Architecture, Urbanism and Building Sciences is linked as much as possible to the research programmes of the Faculty of Architecture and the Built Environment. Projects take place in each Master's track, in which students build on and contribute to state-of-the-art research of staff members, both permanent staff and PhD students. The faculty wants to excel in such design research.

## Appendix IV Structure of the graduation

The graduation project is regarded as a non-recurrent learning unit, with the evaluations P2, P4 and P5- collectively counting as the equivalent of an examination as defined by law, and the individual evaluations being regarded as interim examinations. The graduation project is scheduled over two semesters. Students are given a total of four opportunities to take a P4: the first opportunity is nominally in the second P4 period following the P2 period in which the student passed the P2. The other three in the three subsequent quarters. Any student who has by then failed the P4 interim examination will no longer be able to pass the full examination, thereby effectively rendering the result of the P2 interim examination invalid and has to start the graduation process from the beginning. Students are given full supervision during the two semesters of the graduation project; it is generally terminated thereafter. Students who have neither taken nor passed a P4 evaluation after the second opportunity will be referred by the mentors to the Academic Counsellors to discuss what progress they are making in graduating and any reasons as to why they may be falling behind schedule in their studies. Rules that apply to the graduation process are laid down in the [Graduation Manual](#).

Evaluation moments	There are five evaluation moments in the graduation process: two progress interviews (P1 and P3) and three evaluations (P2, P4 and P5). The three evaluations collectively count as an examination in the eyes of the law. The P1 and P2 are held in the third semester of the Master's degree programme and consist of a preliminary part, from which the curriculum and a provisional design and/or research project will emerge.
Duration of evaluations	The duration and programme of all evaluations are described in the <a href="#">Graduation Manual</a> .
Documenting of graduation project	No later than the day after a student will have their final presentation, students must submit in the Delft University of Technology Repository the below products related to the graduation project, including: <ul style="list-style-type: none"> <li>- Presentation P5</li> <li>- Thesis / final report</li> <li>- Reflection report</li> <li>- Set of drawings (if applicable)</li> </ul> The diploma supplement will not be awarded until the student has fulfilled this obligation.
Master's coordinator	Acting on recommendations made by the Director of Education, the Dean appoints a Master's coordinator for every Master's track, who is responsible for the preparation and implementation of the teaching in 'their' track. The Master's coordinators answer to the Director of Education.
Graduation lab or studio coordinator	Following consultations with the department chair, the lab or studio coordinator is appointed by the professor with responsibility for the relevant research field.
Professor	Professors are responsible for the content of the education of their field. They safeguard the quality of supervision and of the content of graduation projects that involve their field.
Mentors	The main mentor is responsible for supervising and carrying out assessments in his chair's field. Who of the studio teachers is to be the main mentor is determined no later than the time of the P1, in order to ensure continuity in the supervision of students in the graduation process. Additionally, students are given a second mentor at latest four weeks before their P2. If the content of the graduation project requires it, a third mentor may be appointed by the professor of the relevant field on the basis of a proposal by the lab coordinator. The second and third mentors

should be present at the P2. In general, the main mentor and the second and third mentors should be authorised to mark examinations in the relevant academic field. The appointed mentors must be connected with different chairs. Only by exception, and agreed by the Board of Examiners based on a motivated request, two mentors of the same chair, but different scientific fields may be appointed. Conditions:

- two different scientific fields
- the motivated request is sent to the Board of Examiners at the P2 registration deadline at the latest
- motivation include “why meaningful for this student”.

#### Guest mentor

The professor of the relevant field may, following an application by the lab coordinator, appoint a guest mentor, subject to the following conditions:

- the guest mentor should be authorized by the professor in a written statement to mark examinations for the field in question
- the guest mentor may be appointed only if his academic field is not represented in the faculty
- the guest mentor may be appointed only as the third mentor.

The statement must be delivered at the Board of Examiners.

#### Guest supervisor

If there is a wish for an external supervisor, and the person in question is not authorized to mark examinations, he or she may be designated as a guest supervisor. External supervisors are not to be regarded as mentors and do not form part of the mentor team. They may, however, be invited to attend considered evaluations. The external examiner may give the guest supervisor the opportunity to ask questions or make comments. Guest supervisors must be present in an informative capacity during the deliberations and assessment, but do not have a vote.

#### Delegates of the Board of Examiners

On behalf of the Board of Examiners, the Delegates of the Board of Examiners ensure that procedures are correctly adhered to, and in particular that the appropriate academic standards are applied and that assessments are conducted fairly. Every member of the academic staff may be deployed as a Delegate of the Board of Examiners / chairman (after having gained experience in the graduation process). A Delegate of the Board of Examiners must be present during the P2, P4 and P5. The Board of Examiners has drawn up a code of conduct for Delegates of the Board of Examiners.

## Appendix V      Legal protection

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### **Appeal**

If a student does not agree with a decision of the Board of Examiners or examiner, the student can appeal to the Examination Appeals Board. Legally, it is not possible to submit a complaint against the mark given for an assessment (for content) by an examiner, but an appeal may be made against the procedures that led to the mark being given. The TU Delft Examination Appeals Board is the body that deals with appeals of this kind. Before submitting an appeal, however, the student is advised to exercise the option of a post-assessment interview. This may clarify whether there has been a breakdown in communication or whether the student disagrees with the decision. The student should ensure that any appeal is received by the Examination Appeals Board no later than four weeks after the date given on the examination slip. It is a good idea to first discuss matters with one of the Academic Counsellors.

### **Ombudsman**

See [Chapter 10](#) of the Delft University of Technology Student Charter.

### **Complaint coordinator**

Procedure for dealing with complaints: every student or employee is entitled to submit a complaint, by sending an email to the complaint coordinator: [Klachtencoordinator-BK@tudelft.nl](mailto:Klachtencoordinator-BK@tudelft.nl). Any complaint should first be submitted to, and dealt with by, the lowest relevant operational level. For example, a complaint about timetables should first be raised with the Scheduling department. If the complainant does not agree with the solution that is offered, he or she may take the complaint to the complaint coordinator. The next step is to the Dean, and finally the Delft University of Technology Ombudsman. Education and Student Affairs discusses newly received complaints. The complaints are put to the person or persons in the department or faculty with responsibility for resolving them. The complainant receives acknowledgement of his or her complaint and an indication of when it will be dealt with and resolved. He or she is also notified after the complaint has been resolved.

### **Confidential advisor**

A student who suffers in any way because of undesirable behaviour of others, can turn for support to the confidential advisors at the Delft University of Technology. The Faculty of Architecture and the Built Environment has its own confidential adviser. For more information, please go to the faculty's [Student portal](#). However, Delft University of Technology employees and students are free to consult confidential advisers at other faculties or service departments if they wish. More information about all the confidential advisers at Delft University of Technology can be found on the Delft University of Technology website.

For all possibilities on your legal position, see the [TU Delft Student portal](#).

## Appendix VI Transitional Measures 2024-2025

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All transitional measures will be published before the start of the academic year on the Faculty's Student portal.

For the Transitional Measures 2024-2025 click [here](#).

## Appendix VII Rules of Procedure for Examinations

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For the **Rules of Procedure for Examinations** click [here](#). Via this link you come on the webpage "Students and Education", at the bottom of the website you will find the Rules of Procedure for exams.